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WYOMING MENTAL ABILITY SURVEY, 1957-58.

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A STATEWIDE PROGRAM WAS INITIATED IN WYOMING FOR THE PURPOSES OF DISCOVERING THE EXTENT OF MENTAL RETARDATION AMONG ELEMENTARY AND SECONDARY STUDENTS IN THE STATE, DETERMINING WHERE THE MENTALLY RETARDED ARE FOUND, AND PLANNING AN EDUCATIONAL PROGRAM FOR THEM. GROUP MENTAL TESTS WERE APPLIED TO 67,620 CHILDREN WHICH REPRESENTED 91.8 PERCENT OF THE PUBLIC SCHOOL ENROLLMENT AND 86.5 PERCENT OF THE NONPUBLIC ENROLLMENT AT THE TIME. AN INDIVIDUAL TEST WAS GIVEN TO 1,383 CHILDREN (73 PERCENT OF THE STUDENTS WHOSE IQ'S FELL BELOW 76 ON THE FIRST TEST) THIS LATTER TEST WAS SUPPLEMENTED BY OTHER AVAILABLE DATA REGARDING EACH CHILD, INCLUDING ACHIEVEMENT TESTS, MEDICAL AND SOCIAL HISTORIES, AND PSYCHIATRIC EXAMINATIONS. ALL INFORMATION WAS INTERPRETED FOR EACH CHILD WITH RESPECT TO DEGREE OF MENTAL RETARDATION AND APPROPRIATENESS OF EDUCATIONAL CLASSIFICATION. THE OVERALL SURVEY NOT ONLY REVEALED INFORMATION FOR WHICH IT WAS INTENDED, BUT IT ALSO ACCOMPLISHED MUCH MORE IN TERMS OF A GENERAL EDUCATIONAL, STATISTICAL PICTURE FOR USE IN FURTHER SCHOOL IMPROVEMENT AND PLANNING IN THE STATE. (JH)

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WYOMING MENTAL ABILITY SURVEY
1957 - 58
STATE DEPARTMENT OF EDUCATION

VELMA LINFORD
STATE SUPERINTENDENT

The research reported herein was performed pursuant to a contract with the United States Office of Education, Department of Health, Education, and Welfare.

State Department of Education
Cheyenne, Wyoming
May 10, 1959

WYOMING MENTAL ABILITY SURVEY

FOREWARD

Wyoming has identified areas of mental ability of all school children through the state-wide mental survey made possible by supplementing State Department operating funds with a special grant under PL 531. The undertaking taxed the physical and budgetary resources of the entire staff, required wholehearted cooperation of school systems, and covered a period of one year.

Projected for the purpose of discovering the extent of mental retardation among school children, discovering where the mentally retarded are found and planning a program of education for them, the survey accomplished much more. Information compiled relates to the mental ability levels of all pupils. It suggests needs of better statistical services. It raises questions as to the effect of drop-outs on school programming. It points a need for better evaluation of present curricula and the need for constant adjustment of curricula to meet changing times. It dramatizes the almost total absence of diagnostic services for children. It points up the need for re-evaluating Wyoming's institutional services for children. It reveals the necessity of coordinating available services for children and assisting in planning school programs for all children with immediate attention to the retarded child. It reveals the dearth of qualified teachers in the field of special education and presents the problem of recruiting, educating and stimulating teachers to work with retarded children.

This was a state-wide project. It involved the public as no other educational program has. State Department staff were indefatigable. They drove 40,000 miles, leaving before daylight and often going on after dark. For every four miles average driving, seven children were tested, and for

every 13 miles one classroom was visited. Seldom were bus or lunchroom schedules upset. Parents, teachers and communities cooperated to help the testing teams make the best use of the time and test nearly 10,000 children a month for the entire school year.

It is impossible to name all who had a part in the survey. Dr. Romaine Mackie, of the U. S. Office of Education, and Dr. Hugh McFadden, Head, Psychology Department, University of Wyoming, were generous with time and technical assistance. Staff members Dorris Sander, Katherine Vehar, and Paul McGrath were in the field constantly. Elizabeth Henry administered individual tests for eight months. Other staff members who assisted testing were: William Allen, Kenneth Burum, Fred Dolence, Millard Penney and Jack Keener.

Mr. Duane Andrews, who joined the staff in February, completed the compilation of results, interpreted the findings and arranged materials for the report. Secretaries spent many extra sessions and Helen Engstrom, Betty Solland, Helen Cowan and Marian Anselmi made final compilation a reality.

Already the study is having its effect. Local associations for mentally retarded are at work planning programs for the trainable children and Casper now has a class for trainables. Cheyenne has long had a class for trainables. The organization of guidance programs was stimulated and additional guidance counselors will be a reality in several schools. Classes for various levels of ability, based on individual analysis, made possible by results and stimulation of this survey, are being organized in all of the larger schools. Rural schools are seeking ways to improve offerings.

Wyoming's Mental Ability Survey has been a rewarding experience for educators. It promises better instruction for children.

Velma Linford
State Superintendent
of Public Instruction

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WYOMING MENTAL ABILITY SURVEY

PART I

THE PROBLEM

Purposes

Dramatic, although spasmodic, evidence of the need for adequate provisions for modifying educational programs for handicapped children has been presented to the State Department of Education from all geographic areas of the state. Examples represented every age and economic level. Discussions were fraught with emotional overtones. An attempt to evaluate this evidence clearly emphasized the need for an objective analysis of special education in Wyoming.

This research project was designed primarily to obtain information related to educational retardation among school-age children in Wyoming and to provide a sound basis for improving the instructional program to reach children at various levels of mental ability. The project was conducted during the school year 1957-58.

Specifically, the study was designed to provide information concerning the following questions:

1. How many children now reside in Wyoming who cannot profit from regular classroom instruction?
2. How are school children in need of special education distributed among the grade levels?
3. How many of those retarded children are in school districts which cannot or do not provide special instruction?
4. How can Wyoming, with its sparse rural population and crowded town schools, plan school programs for children not now fitted to profit from classes in the current school pattern?

5. How do levels of mental ability of Wyoming children compare with nation-wide patterns as established by standard mental maturity tests, specifically the California Test of Mental Maturity?

Definition of Terms.

The following definitions of terms frequently used in the report not defined in context are based upon the Cruickshank and Johnson[1] terminology.

Mentally retarded refers to those whose ability to learn is extremely limited due to a degree of organically caused mental deficiency. Mentally retarded children are commonly sub-divided into the educable retarded (I.Q.'s ranging from 55 - 80) and the trainable retarded (I.Q.'s ranging from 30 - 55). The educable are capable of acquiring at least the fundamentals of academic school work and usually acquire a higher level of social intelligence than verbal intelligence. Trainable retarded children can learn to do very little if any academic work.

Educationally retarded refers to persons whose educational development is markedly slower than others in their age group. This condition may be due to a variety of causes including a degree of organic deficiency, emotional disturbance, poverty of educational environment, or a combination of such factors.

Slow learners are persons whose measured intelligence quotient is somewhere between 80 - 96 and who will always require special attention in any normal classroom situation.

Physically handicapped are children with impaired vision, impaired hearing, speech handicaps, orthopedic or neurological impairments. Children in these clinical groupings require adaptation of educational techniques.

[1] William M. Cruickshank and G. Orval Johnson, Education of Exceptional Children and Youth, Prentice Hall, New Jersey, 1958.

Emotionally disturbed children are those who are educationally retarded because of a breakdown in the family constellation, developmental disturbance, or an economic, social, religious, or ethnic conflict. This classification describes children who have failed to mature socially and emotionally.

Standard deviation describes the dispersion of a distribution of cases from the average.

Psychometrist. One trained in the use of psychological tests, both individual and group.

Limitations Of The Study.

It was necessary to limit the scope of the research to those activities designed to answer the questions posed in the definition of the problem. Too often information about individual children was limited to standardized test scores and brief descriptive statements by teachers, parents and administrators. In those cases in which individual tests were administered, more detailed reports were written by psychometrists and an attempt was made to place more adequately the child in a classroom environment better suited to his mental ability. This may have meant changing to or from a special room. At other times it merely meant giving a teacher some assistance.

With few exceptions, testing was of children enrolled in school. Geography, drop-outs, and secrecy surrounding non-enrolled children were limiting factors. Time, staff shortages, and distance all had limiting effects.

Physical limitations presented obstacles. The testing team followed

the 'flu epidemic, grappled with inclement weather, and too often faced pupil absenteeism.

Inherent limitations of the instrument used were characteristic of all psychological tests.

WYOMING MENTAL ABILITY SURVEY

PART II

PUBLIC EDUCATION IN WYOMING

General Description.

Wyoming is a sparsely settled rural state with a reported school enrollment during the 1957-58 school year of approximately 70,398 in public schools, grades 1 - 12. These children were scattered over 100,000 square miles in about 500 schools, 287 of them, one-room rural. The average daily attendance in the public schools in 1957-58 was 63,974. Enrollments in the 23 counties range from 700 to 11,750 with approximately 22,872, nearly one-third of the 70,398 children enrolled, living in Laramie and Natrona counties.

Local administration is under 230 different school districts, only 64 districts unified and operated by superintendents under school board employment. These unified schools range in enrollment from 70 to 10,000, and 31 of them have fewer than 200 children enrolled, 5 fewer than 100.

Thirteen (13) special high school districts account for 27 per cent of the high school enrollment. Five (5) of these are county-wide districts comprising several elementary districts; one operating two different high schools and one operating three high schools. Eight (8) high school districts operate in counties with high school education offered by unified districts.

Sixty-six (66) elementary districts operate their own schools but belong

to high school districts. Only 11 employ administrators, the others are under the general supervision of county superintendents. Thirteen (13) of these districts operate only <u>one</u> one-room school.

Eighty-seven (87) elementary districts do not furnish any high school program and only 7 of them employ an administrator. Forty-six (46) operate one one-room school each. (In these 46 districts there are only 268 children, 2 per trustee.)

<u>Finance.</u>

School finance is provided from local and state monies. The State Foundation Program provides the basis for operational expenses, and capital outlay requires local effort entirely. The Foundation Program is designed to insure minimum support for classroom units. The Foundation Fund includes all monies collected for schools on oil royalties, and all monies collected on a state-wide six-mill property levy plus an appropriation from the general fund. Only the Permanent Land Income Fund collected at the state level is paid to schools on the basis of school census. All other state funds are paid on the basis of classroom units. Entitlements are determined by formula. Districts must report minimum local effort of six mills plus three mills for high school as well as Land Income and other receipts. The result is that from 40-55 per cent of the school operational cost is borne by monies collected at the state level. Additional needs of schools are met by increased levies.

State Department of Education.

The State Department of Education is the state agency organized to initiate and execute the policies of the State Board of Education through the State Superintendent of Public Instruction. School accreditation, fiscal policy, teacher certification, teacher placement, teacher scholarships, surplus property, elementary and secondary education, education of handicapped children, safety education, school lunch program, vocational rehabilitation, education of the deaf and blind, vocational education, pupil personnel and guidance services and a limited amount of adult education are all responsibilities of this agency.

Special Education.

The State Department of Education in Wyoming provides for education of the handicapped through consultants in Elementary Education and Education of Handicapped Children, Deaf and Blind Services, and Vocational Rehabilitation, who give diagnostic services, counseling, and plan educational and training programs within the limits of statute and budget.

The responsibility for administering the educable retarded programs on both the elementary and secondary school levels lies with the elementary consultant. Limited financial support to local school districts is available for two types of services for the handicapped child during the current biennium: (1) programs for the homebound which include teaching and tuition to out-of-state schools for physically handicapped pupils; (2) a special education fund which provides reimbursement to schools for a portion of the expenses incurred in providing special classes for educable mentally-retarded children, for organized remedial reading programs,

and for speech therapy programs. During the 1957-58 school year $15,000 was distributed to thirty (30) approved programs and 2,004 children were included in the classes, making the average state contribution $7.50 per child. Basic data concerning these programs were summarized and are shown in Table I on the following page. Reference to this table reveals that fifteen (15) professional persons were teaching in six (6) programs for the educable retarded, seventeen (17) were teaching in remedial programs and the equivalent of six and one-half speech therapists were working in seven (7) schools during the 1957-58 school year. There were no public school classes for the trainable mentally retarded.

The State Department of Education provides a hospital-teaching program for children who are patients at the orthopedic clinic in Casper by paying the salary of one teacher whose only work is hospital teaching. Children in other hospitals in the state are taught through the Home-bound Teaching Program which allows local school districts to employ teachers and receive reimbursement through the Foundation Program.

Education of the deaf and blind is a state responsibility. Until 1958-59 all deaf or hard-of-hearing children and blind children were sent to special schools in other states. State funds were used to pay the tuition and maintenance. During the 1957-58 school year one class for young deaf children was organized in Casper and one in Sheridan, with a total enrollment of eighteen (18) children. Since no older deaf children were to be taught in the in-state classes, seventeen (17) deaf children were sent to out-of-state special schools during the 1957-58 school year. Seventeen (17) blind children were also schooled in other states. Tutors are employed by the State Department for deaf and blind children not in school and for partially-sighted or hard-of-hearing children who remain in the regular school classrooms.

TABLE I

SUMMARY OF SPECIAL PROGRAMS - SCHOOL YEAR 1957-58

Type of Program	No. of Programs	No. of Teachers or Speech Therapists	Children Enrolled		
			Boys	Girls	Total
Special Class for Educable Retarded	6	15	161	106	267
Remedial Reading	17	17	587	355	942
Speech Therapy	7	6½	507	288	795
TOTAL	30	38.5	1,255	749	2,004

Counseling services and training programs for physically handicapped children over sixteen who show feasibility for employment are furnished by State Department Vocational Rehabilitation consultants and funds.

Services available for handicapped children by different governmental departments or volunteer agencies have been coordinated to some extent through the Coordinating Council for Exceptional Children which includes representatives of volunteer children service organizations and personnel from State Departments of Education, Health, and Welfare, and the University departments of speech, and guidance, and special education, each of which has programs for handicapped children.

WYOMING MENTAL ABILITY SURVEY

PART III

PLANNING, ORGANIZATION AND EXECUTION OF THE SURVEY

Planning And Organization.

The State Superintendent of Public Instruction, serving as Director of the project and acting as the agent for the State Board of Education, entered into an agreement with the U. S. Office of Education, on October 8, 1957, to complete the research described in this report. The agreement provided that state funds would be supplemented by the Cooperative Research Project Division of the U. S. Office of Education, under provisions of Public Law 531. Major objectives of the plan were established by the Director of the project prior to entering into the agreement.

Initial planning provided for the employment of professional consultants to advise the director and to assist in the planning of the project. Conditions of the agreement also provided for the employment of a project administrator, professional consultants, and other personnel necessary to complete the research.

Dr. H. B. McFadden, Head, Department of Psychology, and Director of the Summer School at the University of Wyoming; Dr. C. M. Thompson, Head, Testing Service, Office of Student Personnel and Guidance, University of Wyoming; and Dr. Russell Hammond, Chairman, Graduate Division, College of Education, University of Wyoming, were the consultants chosen by the project director. Dr. Kent Granzow, Consultant, California Test Bureau, also served in a consultative capacity after the screen test was chosen. This group of four professional consultants, the project director and the project administrator outlined plans which were executed as follows:

Execution Of The Plans.

1. The California Test of Mental Maturity, Short-Form, was used as the screen test and was made available to all schools in the state. The test was assumed to measure the functioning or operational level of the individuals tested. No distinction was intended between the educationally and mentally retarded by use of this test alone. The State Department of Education psychometrists were to use individual tests to determine as accurately as possible the causes of extremely low I.Q.'s as indicated by the California Test of Mental Maturity.
2. The project was initiated in Cheyenne where approximately 12.5 per cent of the state's elementary school population lives. Cheyenne is conveniently located near the State University and State Department offices. This arrangement made continuous evaluation of method and procedure possible during the exploratory phases of the project. All group tests were administered either by the State staff educated in group-test administration or by persons competent to administer tests in the local schools. Group testing schedules were made by the Director of the project and sent to all school administrators involved well in advance of the test administration date. Confirmation of appointments was made by the project administrator immediately prior to the time of arrival.
3. Time schedule originally planned was as follows:

   October 1 - Begin administration of group test

   November 1 - Begin administration of individual tests

   April 1 - Completion of group test administration

September 1, 1958 - Completion of data collection and analysis. (Actually group testing began October 15 and ended May 20. Individual tests are still being given but November 1 was the cut-off date for the purposes of data analysis.)

4. Psychometrists were employed by the State Department of Education to administer individual tests.

5. Children from isolated rural schools were tested in centers. Advance information was sent to all schools explaining the program. A copy of the letter sent to all school administrators is shown in the Appendix of this report.

6. Provisions to test the absentees were made in all schools and completed in most of them. Nevertheless, the habitual absentees were likely to be absent during both testing periods, therefore, many children were not reached even the second time although 267 more were tested on the CTMM than were reported in average daily attendance and since 270 children were tested individually who did not receive the CTMM, the result was 537 more than were regularly in class, besides the 3,113 tested in nonpublic schools.

7. Children in nonpublic schools were tested by the project administrator, who was paid entirely from federal funds furnished by the U. S. Office of Education.

8. Sixty-seven thousand three hundred fifty (67,350), including the 3,113 in nonpublic schools, were examined by use of the California Test of Mental Maturity, Short-Form. Intelligence quotients as measured by the Revised Stanford-Binet Intelligence Scales were available for children enrolled in special rooms. For purposes of this study these children were considered to be in need of special

education by virtue of their placement in such classes, even though Revised Stanford-Binet I.Q.'s sometimes indicated a higher mental ability level.

9. The original cut-off point used to establish tentative educational retardation was an I.Q. of 75. The Revised Stanford-Binet Intelligence Scales were administered to as many children whose intelligence quotients fell below this cut-off point as time and finances permitted. (Individual tests were administered to 1,383 children - 1,113 of whom received both the CTMM and the Revised Stanford-Binet, Form L. Two hundred seventy (270) were in special rooms and did not receive the CTMM.)

10. Provisions were made to provide information to all school personnel concerned about the interpretation and use of the instruments involved. Informational bulletins sent to schools are shown in the Appendix of this report.

11. Group tests administered to pupils in grades 1 - 3 were hand scored by persons employed by the director of the project. Group tests administered to pupils in grades 4 - 12 were machine scored through an agreement with the Office of Student Personnel and Guidance, University of Wyoming.

12. Language, non-language, and total California Test of Mental Maturity scores were converted to mental ages and intelligence quotients. Percentile ranks were computed for elementary, junior high, and advanced levels. As soon as results were tabulated, they were returned to schools with specific instructions on use of scores. (See Appendix) Whenever possible, the psychometrist made the visit, explained limits and possibilities of the testing

scores and administered individual tests. When possible a conference was held with parents and teachers of the child tested. More than 500 such conferences were held with resultant improved understanding of the child's problems.

13. Continuous evaluation of methods and procedures was maintained. Periodic meetings of consultants with the project director and administrator assisted in this evaluation.

14. Financing involved re-assigning regular staff members to the project in order to use to advantage the $23,400 grant under PL 531 through the U. S. Office of Education. Total cost, including the staff assignments, was $58,737, of which $40,745 represented salaries, $9,418, travel, $5,510 for tests, related materials and machine scoring, while other costs, i.e., social security, retirement, mail, telephone, accounted for $3,064. The per-pupil cost of the project was about eighty-six (86) cents.

15. As a part of the total project, the University of Wyoming and the State Department of Education offered a workshop for teachers of the educable mentally retarded. Twenty-six (26) teachers from Wyoming schools participated in the activities of the workshop for a five-week session, July 15 to August 16. Fifteen (15) children were in the demonstration class taught by Miss Marguerite Thorsell, Director of Programs for the Mentally Retarded, Kansas State Department of Education.

16. A preliminary statistical reporting conference was held at the University of Wyoming, August 1, 1958, which involved 135 leading educators representing every county and all levels of education. The preliminary (but incomplete) findings were reported in general

terms, for purposes of planning for the school year. Definite conclusions were not reached but on the basis of tentative conclusions summarized in the Preliminary Fact Sheet of August 1, the conference made seven (7) recommendations as a basis for immediate planning:

a. Make the best use of special classes for unusual children now in existence and establish additional classes at elementary, junior and senior high school levels where necessary and feasible.

b. Use rural consultant or itinerant teacher to help teachers by in-service training program for teachers with special assistance in using equipment and teaching devices to help all children in schools.

c. Establishment of local and state resource centers of material and research in all subject areas to furnish special teaching material for special children - with central agency in each county responsible for administering tests.

d. Establish program for special education at University - with experienced well-trained personnel, and recruit qualified teachers for special level but give all teachers better training in identifying and caring for the exceptional child.

e. Use survey results as basis for more complete diagnostic work in areas for special attention to improve curricula at each level.

f. Use press, radio, TV, Education and Service Club meetings to acquaint all teachers and trustees with results of survey and its implication for better teaching.

g. Request legislative groups to give consideration to particular emphasis for special education through foundation units or State Department budget to assist schools to meet the problem in local schools, rather than segregate children in special schools.

WYOMING MENTAL ABILITY SURVEY

PART IV

ANALYSIS AND INTERPRETATION OF THE DATA

Before beginning the analysis of the voluminous information gathered in the Wyoming Mental Ability Survey, it seemed expedient to evaluate our information in terms of policy and operation in Wyoming schools.

First, the group test survey which had been projected to cover a six-month period had required seven and had demonstrated the near impossibility of reaching every child in the age group of 6 - 16 enrolled in school, while little success was enjoyed in finding out-of-school children except those in institutions. Table II tells the story.

TABLE II

NUMBERS AND PERCENTAGES OF CHILDREN TESTED IN RELATION TO AVERAGE DAILY ATTENDANCE, ENROLLMENT AND CENSUS

	Public School	Nonpublic School
School Census (6 - 21)	85,376	
Percentage of Census Children Tested	79.2	
Children Enrolled	70,251	3,603
A.D.A.	63,974	
Enrolled in Special Classes	267	
Tested with CTMM	64,237	3,113
Tested with Stanford-Binet	1,383	
Total Children Tested by Either or Both	64,507	
Number Tested in Excess of ADA	533	
Number Tested Less than Enrollment	5,744	
Percentage enrollment tested	91.8	86.5
Percentage of ADA tested	100.8	

How closely had the project conformed to early planning?

The group test survey had taken one month longer than originally

projected. To test individually the lowest three per cent (3%) of all children scored on the CTMM would have required testing 1,927 children, however, the projected three per cent (3%) program indicated that we would test individually at least half of the lower I.Q.'s and obtain medical and social reports whenever possible.

Actually an attempt was made to administer the Revised Stanford-Binet, Form L to all children who obtained I.Q.'s below 76 on the CTMM. There were 1,886 in the group or 2.8 per cent of the total number who either took CTMM or were previously placed in special rooms.

The Revised Stanford-Binet, Form L was administered to 1,383 children or two per cent of the number tested by the CTMM. Of the 1,113 who fell below 76 I.Q. on the CTMM, only 267 fell that low on the Revised Stanford-Binet, Form L and only 419 fell below an 81 I.Q. Of the 267 in special classes, 129 ranked below 76 and 171 ranked below 81 I.Q., which demonstrated that already 97 of the 267 children in special rooms have I.Q.'s above 80 as measured on the Revised Stanford-Binet, Form L.

This picture points a fallacy, to us at least, in our cut-off point of 75 I.Q. to screen children for special classes. Cruickshank and Johnson support the practice of using 80 I.Q. as the cut-off for identification for special class placement.

Fewer than half the children administered the Revised Stanford-Binet, Form L obtained I.Q.'s below 81, therefore, it might appear to a casual observer that the CTMM low scores are unreliable. Careful study suggests, however, that too few Revised Stanford-Binet, Form L tests were administered to children receiving CTMM I.Q.'s above 80 to suggest the pattern of correlation between the two scores. Actually 80 youngsters with scores of 80 or above on the CTMM received the Revised Stanford-Binet, Form L and only 20

or 25 per cent of them received lower scores on the individual than on the CTMM. This can be at most an indication since these children were referred by teachers who had encountered a measure of difficulty and needed guidance. We now know that all children in need of special education do not score below 76 I.Q. on the CTMM nor do we believe all of them have I.Q.'s below 81. Enough evidence is available to suggest that we should use 80 as the cut-off point for planning for special education in Wyoming. This decision was basic in our analysis of the findings and was used to compile tables for determining Wyoming's direction as posed in the statement problem.

1. How many children now reside in Wyoming who cannot profit from regular classroom instruction?

Wyoming Constitution and statutes require free public education for children from 6 - 21 and compulsory attendance for children from 7 - 16 inclusive or until completion of the eighth grade. Therefore, the problem of special education extends beyond attendance and enrollment to the school census. Because only 91.8 per cent of the children enrolled in public schools, only 86.5 per cent of those enrolled in nonpublic schools and only 79.2 per cent of those on the school census were tested, it appears necessary to project known percentages to the census figure to discover the true number of children actually in need of special classes. This estimate is made by applying the percentage of children who took the CTMM and obtained I.Q.'s below 81 - 5.02 per cent - to the total census and is illustrated in Table II.

Table III shows the distribution of I.Q.'s below 81 by counties and percentages and the reasonable estimate of 4,285 children between the ages of 6 - 21 and in need of special education.

TABLE III

ESTIMATED NUMBER OF CHILDREN (AGES 6-21)

IN APPARENT NEED OF SPECIAL EDUCATION

AS INDICATED BY CALIFORNIA TEST FOR MENTAL MATURITY

County	Children Tested	Children Enrolled	Children Absent From Testing Sessions	Children Ages 6-21 On Census	Children With CTMM IQ's Below 81	Per Cent Children With IQ's Below 81	Estimated Number of Children Between 6-21 With IQ's Below 81
Albany	3,219	3,253	34	5,064	197	6.119	310
Big Horn	3,076	3,517	441	3,903	197	6.404	250
Campbell	1,063	1,174	111	1,307	43	4.045	53
Carbon	2,852	3,199	347	3,936	184	6.451	252
Converse	1,393	1,461	68	1,737	84	6.030	104
Crook	974	1,013	39	1,205	49	5.030	51
Fremont	4,655	5,019	364	6,214	361	7.755	480
Goshen	2,811	2,923	112	3,498	140	4.980	174
Hot Springs	1,448	1,696	248	1,648	54	3.729	61
Johnson	1,122	1,201	79	1,406	50	4.456	63
Laramie	9,865	10,652	787	13,347	398	4.034	534
Lincoln	2,388	2,643	255	2,818	101	4.229	119
Natrona	9,088	9,958	870	12,745	452	4.973	630
Niobrara	813	887	74	1,064	37	4.551	49
Park	3,717	4,425	708	4,703	104	2.797	131
Platte	1,744	1,942	198	2,095	98	5.619	117
Sheridan	3,553	3,774	221	4,601	98	2.758	127
Sublette	630	709	79	846	35	5.555	47
Sweetwater	3,763	4,053	290	5,243	243	6.457	338
Teton	585	700	115	774	16	2.735	21
Uinta	1,622	1,731	109	2,193	71	4.377	96
Washakie	2,156	2,531	375	2,847	149	6.911	196
Weston	1,700	1,790	90	2,182	64	3.765	82
TOTALS	64,237	70,251	6,014	85,376	3,225	5.020	4,285

2. How are school children in need of special education distributed among the grade levels?

Table IV presents the distribution of I.Q.'s below 81 in the four levels of instruction. It does include the 267 who were in ungraded special rooms in 1957-58.

TABLE IV

CHILDREN IN APPARENT NEED OF SPECIAL EDUCATION

BY GRADE LEVEL

Level	I.Q.'s Below 81	No. Tested	Per Cent of I.Q.'s Below 81
Primary	899	20,308	4.427
Elementary	910	18,168	5.009
Junior High	1,073	14,772	7.263
Advanced	343	10,989	3.121
TOTAL	3,225	64,237	5.020

Study of Table IV reveals that the percentage of children with I.Q.'s below 81 becomes progressively greater with the rise in grade level through junior high with a marked decrease at the advanced level.

While no explanatory data are available, three conditions seem to be at least partially responsible for these distribution characteristics.

a. The ability to read is not required for maximum performance on the primary level of the CTMM as it is on the other three levels. A nonreader would, therefore, be handicapped to a greater extent on the upper three levels.

b. The functioning level of the pupils is reflected in the intelligence quotients as measured by the CTMM. In the absence of remedial instruction and/or special classrooms, the functioning

level of children in need of such programs becomes progressively lower as children advance chronologically to junior high school.

c. The smaller proportion of extremely low intelligence quotients at the advanced level apparently reflects the expected dropping out of low-ability pupils at the advanced educational level.

Second only to the junior high problem in this area is the elementary group. The 267 children in special classes usually would be in this group since most classes provide only for children from 10 - 14. It is here where most attention has been focused. The situation in this area can be alleviated by careful programming in the primary classes so that children are given attention in reading and communication.

Table V presents the distribution of slow learners, children having I.Q.'s between 80 - 96. This group represents 25 per cent of children tested who will always require some special attention, however, they can make satisfactory progress with regular classes.

TABLE V

NUMBER AND PERCENTAGE OF SLOW LEARNERS BY GRADE LEVEL

Level	I.Q.'s 81-95 Incl.	Total No. Tested	Per Cent of I.Q.'s 81-95 Incl.
Primary	4,398	20,308	21.656
Elementary	4,528	18,168	24.922
Junior High	4,001	14,772	27.085
Advanced	3,358	10,989	30.558
TOTAL	16,285	64,237	25.351

Obviously the drop-out statistics need scrutiny here. A check on enrollments for 1956-57 and 1957-58 reveals the drop-out data as shown in Table VI of the 3,446 enrolled in the senior class, only 3,243 graduated in 1958, indicating a further drop-out or failure of 203 students or 6.3 per cent during the senior year.

TABLE VI

A COMPARISON OF WYOMING PUBLIC SCHOOL ENROLLMENTS BY CLASS MEMBERSHIP - 1956-57 WITH 1957-58

Grade	1956-57	Grade	1957-58	No. Decreased	Per Cent Decreased
1	7,639	2	7,282	387	4.1
2	7,218	3	7,096	222	3.1
3	7,226	4	7,127	99	1.2
4	7,261	5	7,079	182	2.6
5	5,565	6	5,492	73	1.3
6	5,326	7	5,238	88	1.7
7	5,547	8	5,340	207	3.7
8	5,417	9	5,330	87	1.6
9	4,899	10	4,820	79	1.3
10	4,319	11	3,966	353	7.3
11	4,076	12	3,446	630	16.0

The distribution indicates definite planning needs.

Junior high youngsters show the highest per cent, 7.3 per cent, who fall below the 81 I.Q. This poses the urgency of special attention at the junior high school level. The information is too limited to give the complete information. Since the CTMM seems to measure a functional level, it may be that junior high students are educationally retarded in the field of reading or have defects other than mental retardation

which would lower their CTMM I.Q.'s. In the many instances where individual tests were given recommendations were made for each child. We lack proper guidance programs for all levels, but the absence of guidance programs and remedial instruction is acute for junior high level.

3. How many of those retarded children are in school districts which cannot or do not provide special instruction?

Of the 4,285 children in apparent need of special classes, Wyoming currently provides for about 463 children, only 267 in special classes. The State Training School at Lander has about 196 youngsters between the ages of 6 - 21. These children have either emotional disturbances or physical defects, sometimes both, as well as mental deficiency. The absence of special classes in public schools has required commitment to the Training School of all children whose problems were such that families and schools could not cope with them. Forty of these children are educable and, given proper programs in the public schools, could return home and thus ease the problem of trainables at the State Training School. Only two towns - Cheyenne and Casper - attempt education of the trainable retarded outside the State Training School. These are voluntary projects sponsored by local chapters of the National Association for Retarded Children.

Even with the current program of special classes and institutional care, indications are that 3,868 Wyoming children as reported on the school census require special classes soon if the best educational policies are to be effected. Our mental ability survey reveals that 3,225 had I.Q.'s below 81 as measured by CTMM. It is conceivable that another 313 are

among the absentees not tested but actually enrolled in public and non-public schools.

Therefore, 3,538 children now in school are in need of special classes. Another 330 are assumed to have I.Q.'s below 81. They are neither enrolled in schools nor are they institutionalized. Thirteen are on the Wyoming State Training School waiting list. Fifteen are in privately operated opportunity rooms. Thus, it would seem the 302 in need of special classes are in their own homes.

The CTMM indicates no apparent difference between mental ability of rural and urban children in Wyoming nor is there any county without need of special rooms. Wyoming has no industrial centers. If the 2,500 census figure is the criterion for rural classification, all but eight of Wyoming's 23 county seats are distinctly nonrural. Nevertheless, in geography, cultural patterns and legislative attitudes, Wyoming is rural.

Already Cheyenne and Casper have schcols for the mentally retarded. However, Casper provides for less than 200 in the Reading Center in special classes and the Chaplin School in Cheyenne can accommodate less than 100 children. Laramie, Rock Springs, Sheridan and Torrington have special rooms but together they provide schooling for less than 100.

As shown in Table VII, 4.427 per cent of the primary children in Wyoming obtained I.Q.'s below 81. Markedly greater proportions of these low I.Q.'s are Carbon (7.567 per cent), Fremont (7.350 per cent), Sweetwater (6.524 per cent), and Washakie (6.519 per cent) counties. These figures probably reflect the high frequency of bilingualism common to all four of these counties and emphasize the need for remedial speech and reading instruction. In these four counties, only Rock Springs makes an attempt to operate a special class and remedial programs are inadequate.

TABLE VII

NUMBER AND PER CENT OF I.Q.S BELOW 81 IN THE PUBLIC SCHOOLS IN ALL 23 COUNTIES IN WYOMING AT THE PRIMARY LEVEL AS INDICATED BY CTMM

County	No. Below 81	Total No. Tested	Per Cent Below 81
Albany	48	1,072	4.778
Big Horn	35	843	4.152
Campbell	13	336	3.870
Carbon	69	855	8.070
Converse	19	418	4.455
Crook	10	328	3.049
Fremont	114	1,551	7.350
Goshen	43	871	4.937
Hot Springs	15	449	3.341
Johnson	14	352	3.977
Laramie	106	3,174	3.340
Lincoln	29	720	4.028
Natrona	128	3,139	4.077
Niobrera	9	236	3.814
Park	31	1,211	2.560
Platte	24	484	4.960
Sheridan	26	1,012	2.569
Sublette	5	175	2.857
Sweetwater	73	1,119	6.524
Teton	4	189	2.116
Uinta	15	507	2.959
Washakie	47	721	6.519
Weston	22	546	4.029
TOTALS	899	20,308	4.427

All 16 counties with population centers of over 2,500 show definite need for instituting special classes for the primary children and four other counties have school population centers which indicate both the need and the feasibility of a special class on the primary level. Only Sublette, Teton, and Crook counties have too few children to make a special class for primary children possible.

The need for this instruction is highlighted by the April report of the Wyoming State Training School which shows a waiting list of 13 boys, all of whom are mobile trainable children who may be educable.

Table VIII reveals the interesting fact that the 5.009 percentage of retarded children in the elementary grades corresponds closely with the 5.020 percentage of all children in Wyoming. Three of the four counties with high percentages of low I.Q.'s at the primary level - Fremont, Carbon and Washakie - continue to show this condition through the elementary grades. Big Horn and Converse also have high percentages of low I.Q.'s, while Sweetwater County approaches the state average.

Table IX, the Junior High breakdown by counties, points up the relatively high percentage - 7.263 per cent - of low I.Q.'s in Junior High School.

Table X represents the number and percent below 81 at the advanced level (grades 10, 11 and 12).

Special instruction for retarded children is provided for only 267 children in six school districts. This leaves 2,958 of the children whose CTMM I.Q.'s were low. They are in all counties and may be found in the regular classrooms of the other 224 districts. Thus, while they cannot achieve in current programs, their presence in class with other children has a deterring influence upon regular class achievement, pupil morale and teacher efficiency.

4. How can Wyoming, with its sparse rural population and crowded town schools, plan school programs for children not now fitted to profit from classes in the current school pattern?

The planning conference held on August 1, 1958, gave pertinent suggestions in answer to this question (See page 15 in this report).

TABLE VIII

NUMBER AND PER CENT OF I.Q.'S BELOW 81 IN THE PUBLIC SCHOOLS IN ALL 23 COUNTIES IN WYOMING AT THE ELEMENTARY LEVEL

AS INDICATED BY CTMM

County	No. Below 81	Total No. Tested	Per Cent Below 81
Albany	48	884	5.430
Big Horn	69	816	8.456
Campbell	8	339	2.360
Carbon	53	790	6.709
Converse	28	404	6.931
Crook	15	276	5.435
Fremont	104	1,394	7.461
Goshen	38	822	4.623
Hot Springs	11	390	2.821
Johnson	13	322	4.037
Laramie	130	2,883	4.509
Lincoln	27	674	4.006
Natrona	143	2,602	5.496
Niobrara	12	218	5.505
Park	24	1,051	2.284
Platte	29	508	5.709
Sheridan	24	930	2.581
Sublette	10	182	5.495
Sweetwater	46	1,001	4.595
Teton	3	155	1.935
Uinta	13	423	3.073
Washakie	39	640	6.094
Weston	23	464	4.957
TOTALS	910	18,168	5.009

TABLE IX

NUMBER AND PER CENT OF I.Q.'S BELOW 81 IN THE PUBLIC SCHOOLS IN ALL 23 COUNTIES IN WYOMING AT THE JUNIOR HIGH LEVEL AS INDICATED BY CTMM

County	No. Below 81	Total No. Tested	Per Cent Below 81
Albany	69	703	9.815
Big Horn	76	810	9.383
Campbell	19	215	8.837
Carbon	51	674	7.567
Converse	21	336	6.250
Crook	21	191	10.990
Fremont	104	1,035	10.048
Goshen	51	610	8.361
Hot Springs	25	378	6.614
Johnson	23	263	8.745
Laramie	129	2,303	5.601
Lincoln	35	579	6.045
Natrona	108	1,934	5.584
Niobrara	14	202	6.931
Park	36	816	4.412
Platte	38	435	8.736
Sheridan	37	860	4.302
Sublette	15	160	9.375
Sweetwater	98	898	10.913
Teton	9	138	6.522
Uinta	34	403	8.437
Washakie	44	451	9.756
Weston	16	378	4.233
TOTALS	1,073	14,772	7.263

TABLE X

NUMBER AND PER CENT OF I.Q.'S BELOW 81 IN THE PUBLIC SCHOOLS IN ALL 23 COUNTIES IN WYOMING AT THE SENIOR HIGH LEVEL AS INDICATED BY CTMM

County	No. Below 81	Total No. Tested	Per Cent Below 81
Albany	32	560	5.714
Big Horn	17	607	2.801
Campbell	3	173	1.734
Carbon	11	533	2.064
Converse	16	235	6.809
Crook	3	179	1.676
Fremont	39	675	5.778
Goshen	8	508	1.575
Hot Springs	3	231	1.299
Johnson	0	185	0.000
Laramie	33	1,505	2.193
Lincoln	10	415	2.410
Natrona	73	1,413	5.166
Niobrara	2	157	1.274
Park	13	639	2.034
Platte	7	317	2.208
Sheridan	11	751	1.465
Sublette	5	113	4.425
Sweetwater	26	745	3.490
Teton	0	103	0.000
Uinta	9	289	3.114
Washakie	19	344	5.523
Weston	3	312	.962
TOTALS	343	10,989	3.121

Recognition of the Problem of Retardation.

Recognition by teachers, administrators and board members of the relationship of the education of the retarded (in special rooms or with special attention in regular classrooms) to the overall school program requires constant leadership on the part of state department consultants. It began with the planning conference and was continued in preschool

conferences. The staff attended seven conferences in counties or school systems in which no special classes are available. Another work session was held at the Wyoming Education Convention and school consultations with teachers continued throughout the school year.

State Consultants.

Skilled consultants in special education must be added to the state department staff to assist in the organization and administration of school programs and to assist the in-service training of teachers.

Legislation.

Wyoming's attempt to enact legislation granting special classroom units for special classes failed in the 35th Legislature (See Appendix for Senate File 22) and the special class contingent request was cut. Nevertheless, the overall support to education was increased $700 a classroom unit, and discretion was given to the department in the use of $36,000 appropriated for special education. This legislative action together with discussion on the floor of the Senate is a directive to schools to use funds to provide quality education at all levels of mental ability including the retarded. The legislature appropriated funds for building a facility at the Training School for young boys, thus making available more service for Wyoming's trainable children. The first step to ensure quality education is to place the retarded child in a situation in which he can progress.

Teacher Preparation.

Arrange for suitable higher education facilities for educating special

education teachers. It appears that rather than try to institute a program of this kind on the University of Wyoming campus, cooperation with the Western Interstate Conference on Higher Education to develop a high quality instruction center somewhere in the Western region is feasible.

In-service Training.

Continue summer workshops for teacher training in special education. Extension classes for teachers during the school year. (Cheyenne and Laramie both had classes this past year.)

Enrichment of Present Program.

Grouping at junior high levels, modification of curriculum, increased emphasis on vocational training for the high school children, tutoring in basic skills in academic subjects, addition of developmental reading classes, improvement of library through addition of appropriate reading materials.

Evaluation of Special Education.

High quality education is in a large measure contingent on continuous evaluation and revision. In Wyoming this is accomplished through the Cooperative Evaluation program coordinated by State Department of Education personnel. This program includes self-evaluation by local school personnel, evaluation by teams chosen from all educational specialties and use of findings for accreditation. Standards for accreditation stress the provision of appropriate instruction for the retarded and all other levels of mental ability.

Pilot Class on Junior High Level.

This should be a class for developmental reading, basic mathematics and science and vocational education, in order to assist youngsters to make the transition from junior high to high school or society.

5. How do levels of mental ability of Wyoming children compare with nation-wide patterns as established by standard mental maturity tests, specifically the California Test of Mental Maturity?

Standard deviations, means and medians were computed for the study and are compared to those shown in the California Test of Mental Maturity for the standardization sample in Table XI. Significant differences at the .01 level of confidence were found between the two medians at all grade levels. Means for grades one through eight were significantly higher and medians for grades nine through twelve were significantly lower than those reported by the California Test Bureau. Standard deviation, as shown by Table XI which was reported by the California Test Bureau, was 16 for grade one - eight, 15.5 for grades nine, ten, and eleven, and 15.0 for grade twelve. Standard deviations were not reported by grade level in the California study, i.e., primary, elementary, junior high, and advanced. Wyoming intelligence quotients were significantly less variable than those obtained by the California Test of Mental Maturity sample.

Proportionate frequencies of the California Test of Mental Maturity intelligence quotients are shown in intervals of ten in Table XII.

TABLE XI

DISTRIBUTION COMPARISON

COMPARISON OF MEDIANS AND STANDARD DEVIATIONS OBTAINED FROM THE CTMM STANDARDIZATION SAMPLE AND THE WYOMING STUDY

California			Wyoming	
Grades	Md.	SD.	Md.	SD.
1	100	16	106	
2	100	16	106	
3	100	16	102	
TOTAL PRIMARY			103	14.0
4	100	16	106	
5	100	16	105	
6	100	16	104	
TOTAL ELEMENTARY			105	14.4
7	100	16	101	
8	100	16	101	
9	101.5	15.5	99	
TOTAL JUNIOR HIGH			100	13.0
10	103	15.5	100	
11	104	15.5	99	
12	105	15.	103	
TOTAL ADVANCED			100	10.9

TABLE XII

PROPORTIONATE FREQUENCIES OF CTMM I.Q.'S IN INTERVALS OF TEN

I.Q.	Primary		Elementary		Jr. High		Advanced	
	No.	%	No.	%	No.	%	No.	%
164 - 155	3	.014	5	.027	0	0.0	0	0.0
154 - 145	50	.246	52	.286	2	.013	3	0.027
144 - 135	307	1.511	275	1.514	44	.298	17	1.547
134 - 125	1328	6.539	1163	6.401	302	2.024	148	1.347
124 - 115	3156	15.540	3197	17.556	1512	10.235	888	8.089
114 - 105	5262	25.910	4976	27.385	3765	25.487	2782	25.116
104 - 95	5237	25.784	4421	24.333	4384	29.697	3818	34.343
94 - 85	3391	16.635	2626	14.453	2979	20.175	2549	23.120
84 - 75	1205	5.920	1061	5.839	1332	9.017	697	6.242
74 - 65	303	1.492	334	1.838	361	2.444	76	.069
64 - 55	49	.241	61	.335	89	.604	10	.091
54 - 45	15	.070	6	.033	1	.007	0	0.0
44 - 35	2	.098	0	0.0	0	0.0	1	.009
TOTAL	20,308	100.00	18,168	100.00	14,772	100.00	10,989	100.00

WYOMING MENTAL ABILITY SURVEY

PART V

SUMMARY AND RECOMMENDATIONS

Children Tested.

From October 15 to May 20, 1957-1958, the State Department of Education tested 67,620 children - 67,350 were administered the California Test of Mental Maturity and 1,383 were administered the Revised Stanford-Binet, Form L - 270 of whom were administered only the Binet. This figure represents 91.8 per cent of all children enrolled in the public schools and 86.5 per cent of those enrolled in nonpublic schools. It represents 95.5 per cent of children on the school census between the ages of 6 - 16 inclusive but is only 79.2 per cent of the children on the school census between the ages 6 - 21 inclusive.

Individual Testing.

Psychometrists tested individually 1,383 children with the Revised Stanford-Binet, Form L. This represents 2.2 per cent of all children who were administered the CTMM and 73.8 per cent of all children whose I.Q.'s fell below 76 on the CTMM.

Children Absent From Testing.

Although 533 more children were tested than were reported in average daily attendance, the tests were not administered to 5,744 children enrolled because the children were absent at the retesting sessions. In only eight counties were fewer children tested than were reported on ADA (Albany - 53, Carbon - 49, Laramie - 216, Lincoln - 150, Natrona - 181, Sheridan - 8, Sweetwater - 141, and Weston - 57).

Reporting Results To Schools.

Results of the tests were tabulated in triplicate - two copies were sent to schools, one for office files and one for the teacher. All answer sheets

were retained at the state office for further research purposes. Instructional materials and consultant services were supplied all schools to assist in interpreting test results to teachers, pupils and parents.

Reporting Results To Public.

Periodic reports were made to the public through news releases. Staff consultants explained the survey to the many interested organizations: Classroom teachers, Administrators, Association for Retarded Children, Wyoming Trustees Association, Association of University Alumni Women, Parent-Teacher Association (local and state groups), Council for Exceptional Children, Youth Council, Mental Health Associations, School Counselors and the Wyoming Education Association. Four reports were sent to the U. S. Office of Education.

Summary of Findings.

1. Children in need of special education reside in every county in the state. Proportions vary among counties but counties having a large population of bilingual children show higher frequencies of children with learning problems.

2. Approximately 5 per cent or 4,285 of the school-age population (6-21) are retarded to the extent that regular classroom instruction is not suitable for them. This finding confirms the national estimates and substantiates Wyoming's request for special classrooms and teachers for the educable retarded.

3. Approximately 3,204 of the school-age population (6-16) fall in the special education category.

4. Approximately 25 per cent of the school population should be classified as "slow learners" who require special attention for optimum academic performance in the regular classroom.

5. Medians are significantly higher than the standardization sample at the primary and elementary levels. They are significantly lower at the advanced level. (Primary - 103, Elementary - 105, Junior High - 100, and Senior High - 100. CTMM medians are 101, 103, 104 and 105 for grades 9, 10, 11, and 12.)

6. The fact that reading skill was not a requisite at the primary level may account for the lower percentage of low I.Q.'s at the primary level.

7. Although the percentage of low I.Q.'s at the elementary level closely approximates that of the entire population tested, the median I.Q. is 105.

8. Extremely low CTMM I.Q.'s at the junior high level are valid indicators of retarded scholastic performance, particularly in the areas of reading and communication. I.Q.'s on the CTMM are probably more indicative of the degree of educational progress than of absolute innate potential.

9. Approximately three per cent of the pupils in the high school grades (10-12) obtained I.Q.'s below 81 on the CTMM. The smaller number of low ability pupils at this level and the relatively large number at the junior high level indicate a tendency toward termination after junior high for the below 81 group. In 1957-58 the 11th grade enrollment was seven per cent less than the tenth grade in 1956-57 and the 12th grade was 16 per cent less than the 11th grade the year before and 6.3 per cent dropped out during the senior year.

10. The need for remedial instruction is evidenced by an excessive number of extremely low I.Q.'s at the elementary and junior high levels. Many in the "slow learner" group (I.Q.'s between 80-96) are probably in need of remedial instruction.

11. Wyoming test results indicate many more in the average levels of mental ability and few with extremely low or extremely high I.Q.'s than are reported on a national sample by California Test Bureau.

Recommendations.

1. Since special financial assistance was not extended through the Foundation Program for special units for special classes for retarded children, immediate planning and budgeting is necessary in every district to provide special education classes for retarded children.

2. Cooperative planning is necessary for the 153 elementary districts in the rural areas where integrated programs are not yet operating. This can be done in either of two ways or a combination of both:

   a. Employ itinerant teacher at county level to work in all schools.

   b. Arrange with schools having special classes to enter child on tuition basis and pay the family isolation under present law to take the child to properly equipped school.

3. If special classes are to be limited to fifteen children each, about 100 teachers who are specially educated to teach retarded children should be recruited. This can be accomplished only by giving additional training in this field to interested teachers. Stipends should be provided for this purpose and a continuous in-service program established.

4. Teacher education facilities should be provided in this specialized area through cooperation of the State Department of Education, University of Wyoming and the Western Inter-State Conference On Higher Education.

5. Diagnostic services are necessary for adequate curricular placement of children in schools. A consultant in special education is a priority for the Department of Education, to coordinate diagnostic services, teacher training and give assistance in the organization of local school special education programs.

6. A continuing testing service should be initiated to identify pupil-potential, and to test educational achievement and development in order to strengthen the public school program at all levels.

7. A pilot project at junior high level should be organized to explore the findings of the CTMM concerning junior high and to demonstrate organizational patterns and teaching techniques for the educable retarded for whom junior high school may be terminal education.

8. The practice, now begun in some schools, of grouping junior high classes to alleviate scholastic retardation and offer instruction in basic academic skills, should be continued.

9. Further research is needed to discover:

   a. What are the implications of the inferior median I.Q.'s obtained by grades 9 - 12 on the California Test of Mental Maturity?

   b. What happens to the retarded child after he leaves school?

   c. How Wyoming can provide for identification and treatment of emotional disturbances.

   d. The extent proficiency in reading influences intelligence test scores.

   e. The extent drop-out influences the distribution of I.Q.'s at the various grade levels.

APPENDIX A

Legal Authority for Study

September 6, 1957

MEMO OF LAW NO. 7

BY: ELLEN CROWLEY, ASSISTANT ATTORNEY GENERAL

RE: PROPOSED CONTRACT BETWEEN THE STATE DEPARTMENT OF EDUCATION AND THE UNITED STATES OFFICE OF EDUCATION FOR THE PURPOSE OF DISCOVERING AND DIAGNOSING THE MENTALLY RETARDED CHILDREN BETWEEN THE AGES OF SIX AND SEVENTEEN. (P. L. 531, 83rd CONGRESS, 2nd SESSION)

The general laws of the state limit the expenditure by the departments to monies appropriated by the legislature, and the Auditor is prohibited from drawing any warrant, and the Treasurer is prohibited from paying any warrant, unless the money has been previously appropriated by law. (Sec. 18-511, 20-604, 20-707, and 20-719 W.C.S., 1945).

In 1943, however, by Chap. 118, the legislature provided a special exception for the Education Department to enjoy the benefit of federal aid for educational purposes. The purpose of this law as explained in Sec. 1 is to provide a means by which the State Department of Education can participate in federal aid programs after the passage of said programs and before approval by the Wyoming Legislature.

The following provisions were enacted by the Wyoming Legislature.

"***in order to avoid the possibility of any delay in securing for the State of Wyoming the full benefits accruing to it under such legislation should the same be subsequently enacted by the Congress of the United States.":

1. The State Board of Education was designated "as the agency of the State of Wyoming to accept the provisions of any act of Congress of the United States of America having for its purpose federal aid to education to the several states;".

2. There are limitations to this act however, the pertinent one of which reads as follows:

> "***provided that such Act of Congress authorizes an outright grant of federal aid to, and requires no matching or other contribution of funds by the state and that each acceptance shall be restricted in its effect to the specific situation involved under such acceptance."

It is interesting to note, however, that in the Senate Report accompanying H.R. 9040 (i.e. P.L. 531), the purpose of the bill was described as follows:

> "At the present time, the Office of Education has no legislative authority to enter into contracts <u>for</u> jointly financed research projects with colleges, universities, and State educational agencies which are trying to solve educational problems. The prime advantage of cooperative research work with these organizations in the field of education is that such procedure makes full use of <u>existing facilities</u> and avoids the centralization of staff and facilities in Washington." (emphasis added)

The underscored words above might indicate the requirement for matching or contributing state funds, though the express terms of P.L. 531 do not spell out such a condition. It is highly possible that state funds will be required to contribute to the program, and the proposed contract, therefore, complies with this aspect of the law.

In the Senate Report (U.S. Code and Cong. Service, p. 2675, 1954), the "Method of Operation" is described in part as follows:

> "After the 'allotment' or 'grant' is made, the Office of Education will not exercise any control or direction over the university, college, or state educational agency other than the normal procedures followed in insuring that the terms of a contract are properly carried out."

<u>CONCLUSIONS AND RECOMMENDATIONS</u>:

1. The State Board of Education may enter into the proposed contract. (W.C.S., 1945, Sec. 67-222, and P.L. 531)

2. The contract as proposed appears to be agreeable, though of course in its present form all of the provisions are not clear. It is suggested that Par. 2 of the contract read as follows:

> "The U. S. Office of Education shall transfer to the State Board of Education the sum of $28,000.00 to be paid quarterly (or monthly) payments beginning November 1, 19___, said funds to be disbursed on the requisition of the State Board of Education. During the year beginning October 1, 1957 and ending September 30, 1958 said funds shall be distributed for the following purposes:"

3. If your interests require it, then a contract with the University would be advisable.

4. Unless the U. S. Department of Education requires it, you need not go into detail concerning how the funds are paid. For your purposes, Sec. 67-223, W.C.S., 1945 guides you in the method of handling the funds by the State Treasurer and their disbursement by the State Board of Education.

Section 3 of Chapter 118, Session Laws of Wyoming, 1943 provides that the State Treasurer shall be the custodian of all funds "which may be allocated to the State of Wyoming under such proposed appropriation...". The Treasurer is authorized to "provide for the proper custody and disbursement of such funds on the requisition of the State Board of Education."

P. L. 531, 83rd Cong., 2nd Sess., (68 Stat. 576, 20 U.S.C.S. 331) authorizes the Commissioner of Education as follows:

> "to enter into contracts or jointly financed cooperative arrangements with universities and colleges and state educational agencies for the conduct of research, surveys, and demonstrations in the field of education."

There is no reference in this act to the type of grant proposed to be made to the State, nor to any conditions associated with such a grant. There is nothing to indicate that the State must match such funds received by it from the Federal government; nor is there anything in the Act to indicate that the Federal government will control or dictate the manner of use of such federal funds by the State Department of Education.

In sub-section (b) there is the provision conditioning the contract by the Federal Office of Education requiring it to be assured that there is an "adequacy of resources to conduct the proposed research, surveys, or demonstrations, ***". This sub-section however cannot be construed to require matching funds or control of federal or state funds.

APPENDIX B

Information Bulletins

WYOMING STATE DEPARTMENT OF EDUCATION

Velma Linford
State Superintendent
of Public Instruction

Paul J. McGrath
Administrator
Survey Testing Program

STATE-WIDE TESTING PROGRAM
Bulletin No. 1 - October 10, 1957

The State Board of Education has just completed a contract with the U. S. Office of Education to facilitate a state-wide survey for identification of the mentally retarded children in Wyoming through objective state-wide screening.

This project is designed to test every child in Wyoming between the ages of six and seventeen inclusive. The California Short-Form Test of Mental Maturity is to be used, and will be administered by a staff of trained personnel employed by the State Department of Education for this purpose. Individual psychological tests will be administered to the lower three per cent and to others where indications warrant to discover the type of program best suited for retarded children in sparsely settled regions. Naturally the physically handicapped and emotionally disturbed will be discovered.

Several secondary values will accrue to Wyoming and the United States from the survey - the first such widespread program ever initiated, we believe. First, the test will make possible the establishment of Wyoming norms for comparison both within and without the state. Second, gifted, as well as retarded children, will be identified. Third, certain in-service aids for teaching will be available on the basis of findings with the result of better teaching. Fourth,

as soon as results are compiled each school will receive the local records for adaptive work. Numberous other advantages of the statewide project will accrue.

We hope to complete the project with as little inconvenience to local schools as possible. We will furnish the tests, and in most cases, the testers. All intermediate, junior high and high school tests will be machine scored. In cases of first, second and third grades, it will be necessary to hand score and we will greatly appreciate assistance of teachers for about two hours per grade if feasible. For best validation, individual testing must be completed within six months of the screen test.

Towns will be comparatively easy to test but in every county there are several isolated schools which we hope can be brought to three or four centers for the group tests. We will appreciate help from both county superintendents and town superintendents in making these special arrangements.

The test requires about one and one-half hours for administration and procedure will fall as nearly as practical into this pattern:

1. The first, second, and third-grade children will take the test in individual groups, i.e., no combination of children from these groups will take the test at any one time except under very special circumstances where they go to class each day in the same room.

2. The fourth, fifth, and sixth-grade children can be grouped to take the test in some schools depending upon space available.

3. The seventh, eighth, and ninth-grade pupils can be grouped together in schools where sufficient space is available.

4. The three upper grades of the high school can be grouped for administration of the test. High school tests will not be available until December.

5. All children who are in the age group mentioned above, whether they are in school or not, should be contacted and arrangements made to have them take part in this testing program. This includes the handicapped and the drop-outs from schools who are in the community.

Mr. Paul McGrath has been employed as administrator of the project and future communications will come from Paul. Assisting him will be Miss Katherine Vehar, Miss Dorris Sander, and Miss Betty Phillips with two psychologists, yet to be named, to do the individual testing.

Dr. Hugh McFadden, Dr. Russell I. Hammond and Dr. Charles Thompson of the University of Wyoming will serve as special consultants. Others will be invited from the U. S. Office as the project demands them.

This program will begin in the next two weeks and tentative dates are in your Newsletter. Prior to the arrival of the team in your county, mutual arrangements will be made between you and the project administrator.

It is only through cooperation such as we have had from you that this project could be envisioned. The grant is a tribute to educators and parents throughout Wyoming as well as to the cooperation between State Department and University. We hope this project is as challenging to you as it is to us. If you have special suggestions which would help us plan, please write immediately.

WYOMING STATE DEPARTMENT OF EDUCATION

Velma Linford
State Superintendent
of Public Instruction

Paul J. McGrath
Administrator
Survey Testing Program

STATE-WIDE TESTING PROGRAM
Bulletin No. 2 - October 25, 1957

The purpose of this state-wide testing program is to find means of providing better instruction for Wyoming children. Results will be sent you as soon as possible for your use. Should your school or any person employed wish to use the results for publication, the projected study would be submitted to the State Department of Education by the superintendent of the school.

1. What is measured by an intelligence test?

We are attempting to measure "developed capacity to learn" by this test. To the extent that the individual pupil has had sufficient opportunity to develop his mental ability, this test score will represent a way of determining the level of work in the basic skills that may be reasonably expected from this youngster. Cautions:

(a) Youngsters who are not good readers will do less well on the language than on the non-language section of this test. (b) We are less sure of extreme scores than we are of scores that are close to the middle of the range. Regard all very high and very low scores with caution.

2. Should youngsters and parents be informed of these mental scores?

We do not know of any competent authority who recommends giving I.Q. scores to either students or parents. We do know of instances where secondary pupils, and parents of pupils at all levels, are informed of test results in this manner: "John has the capacity, as far as we can tell from group test results, of doing better work than 20 out of 100 representative students in his grade". Use the phrase "out of 100" rather than percentile; per cent is confusing to most people, and percentile is more so.

Unless the youngster maintains his rate of progress, he will not retain his rank in the group. Mental test scores merely indicate potential growth; they do not guarantee that this growth will take place.

3. How do we tell from an intelligence test whether or not a pupil is doing what should be expected of him?

(a) The mental age gives us an indication of the approximate age level of work that can be expected.

(b) The intelligence grade placement gives us an indication of the approximate grade level of work that can be expected.

Interpretation: Use the band method of interpretation for both of the above. By this we mean, interpret a mental age of 6-0 to mean the range "5-6 to 6-6"; interpret an intelligence grade placement of 5.5 to mean the range "5.0 to 6.0".

Individual differences: In the typical fifth grade we will find some youngsters who can reasonably be expected to do the same level of work as the average third grader, and others who can reasonably be expected to do the same level of work as the average seventh grader. This does not mean that we should demote or promote two years either way; it merely means that youngsters vary in their rate of learning, in their speed of running a race, and in the time at which they learn not to talk.

4. Should these test results be used to identify our superior or gifted youngsters?

We would hope that these mental test scores will help you to decide on those youngsters that need further curricular enrichment and/or acceleration. Other factors that must be considered are: (a) work habits, (b) desire to excel, (c) opportunities available for enrichment in your school situation, and (d) parental permission for advanced youngsters other than "average" treatment.

WYOMING STATE DEPARTMENT OF EDUCATION

Velma Linford
State Superintendent
of Public Instruction

Paul J. McGrath
Administrator
Survey Testing Program

STATE-WIDE TESTING PROGRAM

Bulletin No. 3 - November 15, 1957

ON SCORE SHEET

Asterisk to indicate all extremely low and all questionable scores.

*Interpret these scores with extreme caution. The true score will undoubtedly be higher.

Competent authorities agree that I.Q. scores should not be given to pupils or parents or discussed in any non-professional context. Furthermore, our research contract prohibits us from using these data in any publication prior to our submission of the final report to the U. S. Office of Education.

WYOMING STATE DEPARTMENT OF EDUCATION

Velma Linford
State Superintendent
of Public Instruction

Paul J. McGrath
Administrator
Survey Testing Program

STATE-WIDE TESTING PROGRAM

Bulletin No. 4 - April 1, 1958

The administration of the screen tests in conjunction with the State-wide Testing Program is about completed. We feel that your attention should again be called to Bulletin No. 2, especially question and answer Nos. 2 and 3. In the event that you did not receive Bulletin No. 2, we are enclosing a copy.

It is recommended that either the percentile or the grade placement be used in talking with parents and students when it is necessary to give out information in regard to these scores.

We caution against the practice of giving out I.Q. scores because experience has shown that distribution of I.Q. scores to parents has led to much misinterpretation, consequently, creating a human relations problem among citizens in various communities.

APPENDIX C

Workshops and Conferences

STATE DEPARTMENT OF EDUCATION

TO: School Boards, Volunteer Agencies and Teachers

FROM: Velma Linford, State Superintendent of Public Instruction

SUBJECT: Workshop for Teachers of Educable Retarded Children
University of Wyoming, Laramie

You are aware, we know, of the completion of the mental survey of all Wyoming children. The results disclosed a group of school children who are not adequately served by the regular program. These children can benefit by special educational helps and when teachers know techniques and materials to use in their instruction, all children profit. In order to assist in establishing the kind of education needed, the University of Wyoming and the State Department of Education are collaborating in a workshop for teachers and supervisors of educable retarded children at the University of Wyoming from July 21 to August 22. You will note from the enclosure that instructional leadership will be provided by experienced educators and consultants in the field. The purpose of this workshop is to assist the classroom teacher to meet the problems confronted by either having a retarded child in the classroom or teaching a group of retarded children in a special class.

We believe having a teacher enroll in this program will pay high community dividends. Enrollment will be limited to 25 teachers since small group sessions are the most profitable. Applications will be given preference according to the order in which they are received. Since the good derived from this workshop can remedy a discouraging situation, school boards may wish to wholly or partially reimburse the teacher for the expenses incurred while attending this workshop.

VL:bp

Enc.

STATE DEPARTMENT OF EDUCATION
Cheyenne, Wyoming
August 1, 1958

To: Participants in Conference on Wyoming Mental Ability Survey Project

From: Velma Linford, State Superintendent of Public Instruction

Subject: Preliminary Fact Sheet, State Department of Education Project, Wyoming Mental Ability Survey, begun October 15, 1957 - Screening completed May 20, 1958.

UNIQUENESS OF PROJECT: Tested a total state school population for mental ability in a seven-month period under standardized conditions. No comparable study of a state-wide school population has ever been made. So much data are available from this study that findings are limited only by the limit of staff time to make various analyses. So unique is the project that the entire nation is looking to Wyoming for reports.

PURPOSE: Primarily to discover extent of mental retardation in rural areas and plan a program of education. Secondarily to identify general mental ability levels of all pupils. This survey is of particular value to plan a program for all children - the gifted, talented, normal, and slow learners.

INSTRUMENTS USED: California Short-Form Test of Mental Maturity, 1957 edition, for screening. Stanford-Binet, Form L, for re-checking of the school population.

ADMINISTRATION: State Department personnel - assisted by local school staffs.

FINANCING: U. S. Office of Education Cooperative Research Funds under PL 531, 83rd Congress, supplemented state resources.

CONSULTANTS FOR PROJECT: Dr. Hugh McFadden, Head, Department of Psychology
Dr. Russel I. Hammond, Professor of Education
Dr. Charles Thompson, Head, University Testing Service

WYOMING STATE DEPARTMENT OF EDUCATION

INVITATION TO SPECIAL EDUCATION PLANNING CONFERENCE

July 9, 1958

Dear Friend:

This is an urgent invitation to you to attend the Special Education Planning Conference at the University of Wyoming, August 1 and 2, beginning at 7:30 Friday evening and ending at 4:00 p.m. on Saturday.

The State-wide Testing Survey was a gigantic undertaking. It is completed. Now, the important phase is at hand. How do we use the results to improve the education of all of our children? This is where you come in.

Results of the State-wide Testing Survey show need for action in schools!

We have the research--let's get together and plan action!

The Special Education Workshop, beginning July 21, is our positive approach to some of our problems. There, 25 teachers vitally interested in the area of special education, will learn about ways to meet their own particular school problems. They will be at the Planning Conference to share findings.

Won't you use the enclosed postcard to tell us whetehr you will attend--that you will attend? We are looking forward to hearing from you and greeting you at the Planning Conference August 1 and 2.

Cordially,

Velma Linford
State Superintendent
of Public Instruction

Enclosure

I do___do not___expect to attend the Planning Conference.
Please make reservations for me at a Hotel___ Motel____.
I will___will not___attend the noon luncheon on Saturday.

Name _____

Address _____

Representing _____

PRELIMINARY STATISTICAL SUMMARY: Children tested - 66,526 which is 3,698 more children than last year's ADA and 5,187 less than last year's total enrollment of K-12 which was 72,715.

First grade	- 7,691	Seventh grade	- 5,051
Second grade	- 6,865	Eighth grade	- 5,109
Third grade	- 6,932	Ninth grade	- 4,979
Fourth grade	- 6,718	Tenth grade	- 4,531
Fifth grade	- 6,651	Eleventh grade	- 3,542
Sixth grade	- 5,314	Twelfth grade	- 3,129

CLASSIFICATION OF PRELIMINARY DATA:

I.Q. below 76	- 1,527	equaling 2.3% of total
I.Q. 76-89	- 8,066	equaling 12.1% of total
I.Q. 90 and above	-56,933	equaling 85.6% of total

The preliminary data suggest that results on the group tests are a little higher than national averages on the 1957 California Short-Form Test of Mental Maturity.

GROUP MEDIANS:

Primary grades (1,2,3,)	- 103.3	No significant differences were found in median scores of rural and urban schools
Elementary grades (4,5,6)	- 104.93	
Junior High (7,8,9)	- 100.00	
High School (10,11,12)	- 102.00	

IMPLICATIONS:

1. On the assumption that most of the children with I.Q.'s below 75 are a responsibility of the public schools, Wyoming must provide for 1,500 children. They will need special help if they are to learn to the extent of their capacity. Public schools presently provide for about 300. In this group below 75, there are some severely retarded children who presently are served only by volunteer organizations such as the Opportunity School in Cheyenne. Others are at the State Training School.

2. Very few I.Q.'s were found in the schools below 50, and on the basis of several recent studies, there should be about 150 in this group or two per 1,000 school population.

3. Children whose scores fall in the 76-89 group are unable to meet competition, therefore, will always

give teachers special concern. They are now identified and will need special help and careful curriculum planning.

4. Since approximately 85% of our children fall within or above middle range, the further breakdown of these data will furnish the basis for more careful curriculum planning.

STATE DEPARTMENT OF EDUCATION
Cheyenne, Wyoming

August 1, 1958

QUESTIONS FOR DISCUSSION FOR

PARTICIPANTS IN THE PLANNING CONFERENCE

ON SPECIAL EDUCATION

1. What are the implications of this study now?

2. How do we use these data to improve facilities for children? What types of special provisions in the nation exist such as special classes, consultants, itinerant teaching? Must we find other answers in Wyoming?

3. What are we doing to distinguish between mentally deficient and educationally retarded? What are we doing to teach them?

4. We know that those who fall within the limits of the 76 - 89 group will have trouble in school. What are we doing to help train the teacher to handle these children? What are we doing to provide materials, suitable rooms, and to limit the class size?

5. What is needed in way of teacher preparation? How valuable are workshops and in-service training for teachers?

6. Will opportunities for many of these children depend upon what the regular classroom teacher can do to help them? Does she have a right to expect specialized help from local schools, such as resource people and consultants at local and state level?

7. What is the role in meeting the problem of the State Department of Education? The University? Volunteer organizations? Other state agencies?

8. How will we communicate the problem to the public?

9. How will we use these data for specific planning now since they do confirm the extent and need for more careful educational programming?

WYOMING STATE DEPARTMENT OF EDUCATION

Reporting Conference on Mental Ability Survey
Recommends Attention To Special Education
from
Velma Linford, State Department of Education

A state-wide conference on special education was called by Miss Velma Linford, State Superintendent of Public Instruction, to study reports of the mental ability survey. There were 135 participants and out of this conference came the following recommendations for improving local special education programs.

1. Hold in-service workshops under State Department of Education leadership.
2. Use consultants for rural elementary schools.
3. Establish special classes. (Three hundred mentally handicapped pupils are now being cared for in this manner.)
4. Provide adequate equipment.
5. Enlist help at the community level.
6. Inform the public and educators of the importance of careful diagnosis and study of identified groups. Emphasize that the strength of this information lies in the way it is used in each class.

"Only state-wide co-operation coupled with tremendous energy and perseverance could have completed this remarkable achievement in so short a time," said Dr. Romaine Mackie, U.S. Office of Education, Director for Special Education, in pointing out that Wyoming's study is unique in that "so far as I know, no other school population has ever been identified under standardized conditions with a common instrument at a given time. Although immediate attention is focused upon the 1,500 children now needing programs in the area of mental retardation, the significance

the project as a basis of studying curriculum direction for the 85% rating in the normal and above area has numerous possibilities in programming for the academically talented and gifted children," she said.

Miss Marguerite Thorsell, special education consultant for Kansas, Department of Education, instructing the special education workshop at the university summer school as a follow-up of the ability survey stressed the importance of the skilled teacher, in the special class and the possibility of using teacher committees to improve present practices.

Each discussion group included a cross section of teachers, principals, administrators, representatives of P.T.A., V.F.W., A.A.U.W., W.E.A., Association for Retarded Children, county superintendents, university, and state departments of education, health and welfare.

Special consultants at the conference were Paul McGrath, State Department, Cheyenne; Dr. Kent Granzow, California Testing Bureau, Denver; Dr. Russell Hammond, Dr. Charles Thompson and Dr. Hugh McFadden, University, Laramie; Dorris Sander and Katherine Vehar, State Department, Cheyenne; Dr. Romaine Mackie, U.S. Office of Education, Washington, D.C.; and Marguerite Thorsell, State Department, Kansas.

Final recommendations which will be the basis for immediate planning were made by each of the ten groups and are as follows:

1. Make the best use of special classes for unusual children now in existence and establish additional elementary classes at junior and senior high school levels where necessary and feasible.

2. Use rural consultant or itinerant teacher to help teachers by in-service training program for teachers with special assistance in using equipment and teaching devices to help all children in schools.
3. Establishment of local and state resource centers of material and research in all subject areas to furnish special teaching material for special children - with central agency in each county responsible for administering tests.
4. Establish program for special education at University - with experienced well-trained personnel, and recruit qualified teachers for special level but give all teachers better training in identifying and caring for exceptional children.
5. Use survey results as basis for more complete diagnostic work in areas for special attention to improve curricula at each level.
6. Acquaint all teachers and trustees with results of survey and implication for better teaching by press, radio, and W.E.A. meetings.
7. Request legislative groups to give consideration to particular emphasis for special education through foundation units or state department budget to assist schools to meet the problem in local schools, rather than segregate children in special schools.

Group chairmen were John Bell, Superintendent of Schools, Gillette; Chet Bowen, Wyoming Education Association; Frank Chapman, Superintendent of Schools, Dubois; S.C. Coy, Superintendent of Schools, Worland; Glenn Livingston, Elementary Principal, Cody; Edith Longwith, President of the State Association for Retarded Children, Sheridan; William Moorhouse,

Guidance Coordinator, Laramie; Robert Naylor, Superintendent of Schools, Lingle; Betty Lou Pagel, Elementary Coordinator, Cheyenne; and Lon Stephens, Elementary Principal, Wheatland.

Recorders were Mrs. Ann Criger, Reading Center, Casper; Sybil Jackson, County Superintendent of Schools, Weston County, Newcastle; Rosalie Hockett, County Superintendent of Schools, Sublette County, Pinedale; E.E. Fender, Superintendent of Schools, Hillsdale; Gertrude Ellick, Douglas; Louise Olson, Laramie, Spencer Wyatt, Superintendent of Schools, Cokeville; J.E. Crouch, Newcastle; Jessie McCort, County Superintendent of Schools, Rock Springs; Lee Johnsonbaugh, Superintendent of Schools, Lusk.

Consultants who moved from group to group were Dr. Romaine Mackie, U.S. Office of Education; Marguerite Thorsell, State Department of Education of Kansas; Dr. Russell Hammond and Dr. Charles Thompson, University; Dr. Kent Granzow, California Testing Service, Denver; Dr. G.M. Willson, State Training School, Lander; and Duane Andrews, Dorris Sander, Paul McGrath, Katherine Vehar, and Velma Linford, State Department of Education.

Participants in the conference were: Afton --Carwin Linford, Delos Gardner, and C.F. Friesen; Baggs --Wesley Morrow; Casper--Ann Criger, Emily Dorsett, Robert Lahti, Ruth Lubnau, Helen McCartney, William Sullins, and Kelly Walsh; Cheyenne--Mrs. M.J. Andrews, Leah Bain, Mrs. Marie Collin, President, V.F.W. Auxiliary; Laura Hutton, Orville Kelley, Speech Therapist, Ethel Mace, Betty Lou Pagel, Alec Phillips, Neva Rhiner, Mary Rogers, Mrs. R.B. Rogers, Sister M. Doloretta, Sister Christine, Mrs. L.C. Steege, Geraldine Winkler, and Brook Wunnicke; Cody --Whiting and Helen Wilson;

Cokeville--Spencer Wyatt; Crowheart--Claudean Nation; Dayton--Pearl Urmson; Deaver-Frannie-- Rollin Hull and W.R. Opitz; Douglas--Gertrude Ellick and Lillian Fenwick; Dubois--Frank Chapman; Encampment--L.K. Shrader; Eden-Farson-- A.A. Bowman; Gillette--John Bell; Granger--Angie Troughton; Guernsey--Mike Melonuk; Jackson--Beth Francis; Kaycee--Marjorie Anderson; LaGrange--Jim Martin; Lander--Elizabeth Henry, James Sandahl, State Training School, and Katherine Scott; Laramie--Margaret Brown, Sally Brubaker (AAUW),Howard Campbell, Eugene Chasey, J.K. Corbett, Carl Eberhart, Marian Eberhart, Flora Goetz, Margaret Hill, Harold Mack, Barbara Mleziva, William Moorhouse, Mrs. A.H. Munsen, P.T.A., Louise Olson, Ingeborg Swenson, and Lucille Tihen, State Department of Welfare; Lingle--Robert Naylor; Lovell--Bertha Baird; Medicine Bow--Mr. and Mrs. Hunter Patrick; Meeteetse--Leona Norton; Newcastle-Willard Morgan; Powell-- S.W. Blake and Richard Langdon; Reliance--Henry Chadey;Riverton--Gerald Carroll and Ralph Forsythe; Rock River--Abe Dick; Rock Springs--Helen Phillips and Katherine Slott; Sheridan--Edith Longwith; Superior--Ben Tonn; Thermopolis--Norman Mikkelson; Torrington--Esther Greenley and Berta Smith; Upton--Lloyd Nelson; Wheatland--Lon Stephens; Worland--S.C. Coy and Amy Sisk; County Superintendents--Helen Nelson (Albany);Helen Irving (Carbon); Blanche Byrd (Crook); Fern Allen (Goshen); Rosella Carson (Laramie); Adria Davis (Natrona); Grace Kuns (Niobrara); Florence Redfern (Platte); Hazel Conley (Sheridan); and Rosalie Hockett (Sublette); and Jessie McCort (Sweetwater); State Department of Education--Duane Andrews, Zan Lewis, Velma Linford, Paul McGrath, Alec Phillips, Dorris Sander and Katherine Vehar; University of Wyoming--Jessie Mae Halstead, Dr. Russell Hammond, Dr. Hugh McFadden, Dr. John Marvel, Dr. Lyle Miller, Dr. Lillian

Portenier, Dr. Charles Thompson, Laurence Walker, Edith Watters, and Clarice Whittenburg; Wyoming Education Association - Chet Bowen; Iowa- Fran Dempster; New York City--Agnes Long.

APPENDIX D

Legislation

S.F. No. 23

Introduced by Leland Harris, R.P. Kumelos, LeRoy Christinck, Orvel L. Bridgmon, John Kovach, Jr., Robert J. Murphy, David Foote, Rudolph "Rudy" Anselmi, R.J. "Jimmie" Keelan, R.P. Jurovich, Carl Robinson, Harvey Johnston, Elmer D. Kinnaman

A BILL

For

AN ACT to ammend and re-enact Sub-section 11, Section 1, Chapter 119, Session Laws of Wyoming, 1955, relating to the Foundation Program for the public schools, the duties of the Superintendent of Public Instruction, and defining terms; and to amend and re-enact Sub-section 4, Section 4, Chapter 119, Session Laws of Wyoming, 1955, relating to the allotment of classroom units, and providing for the allotment of classroom units for vocational education and for special classes.

January 16, 1959. Introduced, Read first time, Referred to Committee No. 4, Delivered to Printing Committee.

Be It Enacted by the Legislature of the State of Wyoming:

Section 1. That Sub-section 11, Section 1, Chapter 119, Session Laws of Wyoming, 1955, be amended and re-enacted to read as follows:

(a) "Teacher" means any member of the teaching or professional staff engaged in the service of the public one-teacher, elementary, and sec-

ondary schools for whom certification is required as a condition of employment.

(b) "Teacher of exceptional children" means a teacher who is certified by the certification division of the state department of education as a teacher of exceptional children, and who shall be engaged in teaching special classes which are approved by the State Department of Education for children with physical or mental handicaps who, in consequence of such handicap, cannot receive proper instruction in the regular classroom of the public schools.

Section 2. That Sub-section 4, Section 4, Chapter 119, Session Laws of Wyoming, 1955, be amended and re-enacted to read as follows:

(a) In allotting classroom units for vocational education, one (1) classroom unit shall be allotted for each full-time vocational teacher teaching vocational subjects at least five (5) hours in each school day, and a proportionate fraction of a classroom unit shall be allotted for each vocational teacher teaching less than five (5) hours per school day in vocational subjects.

(b) In determining the amount to be included in the Foundation Program for each district, the Superintendent of Public Instruction, shall also allot classroom units for classes of exceptional children, and shall allot one (1) classroom unit for each full-time teacher of exceptional children teaching classes for exceptional children at least five (5) hours in each school day, and a proportionate fraction of a classroom unit shall be allotted for each teacher of exceptional children teaching less than five (5) hours per day in classes for exceptional children.

On general file for three weeks before discussion. Defeated in Committee of the Whole.

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